**CHAPTER III**

**RESEARCH METHODOLOGY**

This chapter discusses the research methodology in this study. It covers discussion about research design, data and data source, technique of collecting data and technique of data analysis.

1. Research Design

Before conducting a research, it is better to know what the meaning of research. According to Hilwan (in Nasir, 2005: 12), research is study method conducted thorough scientific and perfect survey toward the problems to get the solution of the problem. It means conducting research to solve the problems which are faced in the research process.

In research problem, the researcher should have specific planning to make the research run fluently, orderly, and appropriately. The researcher has to plan the steps taken in conducting research. This process in research is known as research design. According to Suchman (in Nasir, 2005: 84), research design is all of the processes that are needed in planning and conducting the research. In planning process of a research, the design is started by holding an investigation and evaluation toward the research.

Research design is important; it determines where the research will be driven, including in what method the research will be presented. The research method will be used by the researcher is descriptive research. According to Ary (1985: 322), descriptive research is designed to obtain information concerning the current status of phenomena. In this case, the researcher should describe about object (the teacher and the students) activities, or might phenomena from the research field. It means that, the duty of the researcher does not only describe the object, but also the researcher has to find some activities from research field.

According to Narbuko and Ahmadi (2003: 3), the research method is the way to get understanding of the research. This research use qualitative approach. Based on Bogdan and Biklen, 1982 (in Sugiyono, 2009: 21) Qualitative approach is descriptive. The data collected are in the form of words or pictures rather than number. It means that, qualitative approach tends to analyze and explain the data and it does not use statistic formula.

In this research, the main point of this research is to collect and to accumulate the basic data in descriptive way. It intends to describe about the teacher’s motivation strategies toward the student’s learning English attitude to the fifth class at SDI Walisongo Besuki Tulungagung in academic year 2010/2011.

1. Data and Data source
2. Data

Data or information is collected data to be accurate, relevant and appropriate with the problem. According to Arikunto (2006: 118), data are all of fact and member that can be used by the researcher as information, whereas information is result of data process that used necessary. In other word, data are everything that the researcher finds and writes from the field of study. Data in this research are getting by the researcher from in-depth interview with the English teacher and observation (about the English teacher and the students activities and attitude in the classroom during teaching and learning process), and supported by some documentation as follows the picture of the English teacher explanation, the English teacher’s strategy to motivate the students, the students activity (doing task) and the students attitude on learning English.

1. Data Source

According to Arikunto (2006: 129), data source is subject from where the data can be taken. To make easy on identification data sources, the researcher classifies of data source into three sources, as follows:

1. Person: is data source that give data or information through oral answer by interview. The respondent in this research is English teacher.
2. Place: is data source that shows the situation of the place (idle or move situation).
3. Idle situation as like room, school equipment.
4. Move situation as like activities, teaching learning process and teacher expression.
5. Paper: is data source that serve signs in the form of symbol, word, number, picture and other symbol. In this research, the researcher uses the picture of the English teacher and the student’s attitude and activities in the classroom.

Sugiyono (2009: 308), divided data sources into two, as follows:

1. Primary data is the data are collected by the researcher directly.

It is included on primary data are: the English teacher and the students of the fifth year. From the English teacher, the researcher gets information about teacher’s activities on teaching learning process, the strategies to motivate the students. From the students, the researcher knows about the student’s attitude on learning English and student’s activity on learning English.

1. Secondary data is the data that are collected by the researcher indirectly.

It is included on secondary data is: the picture of the English teacher explanation, the English teacher’s strategy to motivate the students, the student’s activity (doing task) and the student’s attitude on learning English. From this documentation the researcher can explain about the English teacher and the students to the fifth class activities during teaching and learning process in the classroom and how far the influence of the English teacher’s motivation strategies toward the students learning English attitude.

1. Technique of Collecting data

According to Arikunto (2006: 118), data are all of fact and member that can be used by the researcher as information, whereas information is result of data process that is needed to be used. In other word, data are everything that the researcher finds and writes from the field of study.According to Nazir (2005: 174), collecting data is standard and systematic procedure to get available data.

To collect available data the researcher use three techniques, as follows: in-depth interview, observation and documentation.

1. In-depth interview

According to Moleong (2005: 186), interview is conversation with certain purpose. Interview is done by two speakers, they are interviewer and interviewee. Interview is some ways to collect information using some list questions and answer directly or orally. The interview will be conducted to the English teacher.

According to Estenberg, 2002 (in Sugiyono, 2009: 319-320), classifies three kinds of interview, as follows:

1. Structured interview: the interviewer carries out the interviewee by using a set of question arranged in advance. This interview is used by the researcher if the researcher knows surely about what information will be got.
2. Semi structured interview: the interviewer uses a set of questions which are developed to gain the specific information. The purpose of this interview is to find close problems. The researcher must listen carefully and make notes about the information from the respondents.
3. Unstructured interview: the interviewer carries out the interviewee with no systematic and complete planning of questions. The orientation of this interview is using main point of the problems.

Based on three kinds of interview, the researcher uses semi structured interview. It means that the interviewee (the English teacher) must answer the entire question that have relation with the influences of teacher’s motivation strategies toward the student learning English attitude that given by the interviewer (the researcher).

Interview is conducted in Bahasa Indonesia. It makes the researcher easier to get the points of the problem.

The questions that are asked to the interviewee as follows:

1. The questions for the English teacher

The English teacher is one of people who know the students characteristic and activities in the classroom. In the first section of interview process the researcher ask the English teacher about the teacher’s motivation strategies to motivate the students on teaching learning process, then the researcher asks the teacher’s about the activities in the classroom and ask the students’ learning English attitude of fifth class generally. In the last section, the researcher asks about the problems are faced by the English teacher to motivate the students in the classroom.

1. Observation

Observation is a process of collecting data without any standard devise (Nazir, 2005: 174). According to Marshall, 1995 (in Sugiyono, 2009: 310), through observation, the researcher learn about behavior and the meaning attached to those behavior. It means that, by using observation the researcher learns and knows about the English teacher and the student’s activities on teaching learning English, the English teacher strategies to motivate the students and the students learning English attitude in the classroom.

Spradley (in Sugiyono, 2009: 314), defines object of observation into three components, as follows:

1. Place: are places where the social interactions were under way. For example: in the classroom.
2. Actor: are the people who are involved on certain character. For example: the teacher, the headmaster and the students.
3. Activity: are set of related acts people do. For example: the teaching learning process.

In this research, there are some important things to be observed by the researcher such as: the English teacher and the student’s activities on teaching learning process, the English teacher strategies to motivate the students and the students learning English attitude in the classroom.

1. Documentation

Documentations are method searching data about thing or variable in form of notes, book, newspaper, agenda, transcript (Arikunto, 2006: 231). According to Bogdan (in Sugiyono, 2009:329), documentation is most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own action, experience and belief. In other word, the researcher uses documentation to describe and collect data. The documentation can be form the picture (photo) and word (life story, field note). In this research the documentation that taken by the researcher are: the picture of the English teacher explanation, the English teacher’s strategy to motivate the students, the student’s activity (doing task) and the student’s attitude on learning English.

1. Technique of Data Analysis

According to Bogdan (in Sugiyono, 2009: 334), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that researcher accumulate to increase understanding and to enable the researcher to present what the researcher has discovered to others. It means that, the researcher should analyze and present his or her data in order to make the reader know which the steps taken in the processing of arranging data.

The technique of data analysis is the way data to be analyzed by the researcher. The technique of data analysis in this research is qualitative approach.

1. According to Bogdan and Biklen (1982) (in Moleong, 1988: 248), Qualitative data: is process to organize, to choose, to look and to find important aspects from the data.
2. According to Arikunto (2006: 239), the qualitative data could be written in a form of words or symbol.

It means that, qualitative data is technique to analyze data from the research field and can be form words or symbols.

This step is taken by the researcher in order to know how far the influence of the teacher’s motivation strategies toward the students’ learning English attitude. Then the researcher will describe more about the research problem.